

**Paint Tutors Up: Reinforcing the role of Small and Medium
Painting Company Tutors in Work Based Learning**





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REINFORCING THE ROLE OF SMALL AND MEDIUM PAINTING COMPANY TUTORS IN WORK BASED LEARNING

The *Paint Tutors Up* project aims to reinforce the tutor's role in work-based learning, specifically within the apprenticeship programme, with the involvement of the sector stakeholders and a strong engagement from the companies and their representatives.

The objective is to bring out, through a mapping of the tutor's role in different VET contexts, the common elements that could make a contribution to a painting, decorating and finishing sector approach, motivating VET providers, schools, companies and teachers, trainers and tutors to improve their skills, namely transversal skills, through a unit learning outcome qualification specifically addressed to the tutors. The tutor plays a crucial role in improving the employability of the trainees and apprentices and whence the quality of the tutor's training can increase the attractiveness of the sector for young people, boosting skills and employability.

The 7-members partnership is balanced between partners with a strong experience in European projects and new-coming partners. Gathering different traditions on the tutor's role, Paint Tutors Up aims to bring together different perspectives and to establish a framework for tutors to support the painter companies in UNIEP's and other countries.

The seven partners come from six countries: Luxembourg, France, United-Kingdom, Belgium, Slovakia and Portugal:

- One European association representing 60000 Painting companies in 14 countries (Luxembourg);
- Four territorial organisms of professional training (France, United-Kingdom, Belgium and Slovakia);
- One association managing a platform dedicated to the Painting sector (Belgium);
- One company bringing together a network of international and national experts in vocational education and training (Portugal).

Through a mapping of the tutor's function in painting SMEs, *Paint Tutors Up*'s activities will result in the following outcomes:

- Tutor's practical activities guide,
- Learning tool for company's tutors in a Learning Outcome format and
- Design of an on-line course tailored to the needs of tutors.

In each country, *Paint tutors Up* and its results will:

- Create or reinforce the cooperation among Painting/Decorating sector's stakeholders (professional associations, VET institutes, tutors and contractors),
- Support the Building painting sector's tutors in their tasks,
- Strengthen the transversal skills required by SMEs in the sector,
- Help in recognizing the units of learning outcomes of the new qualification specifically for the painting tutor,
- Improve training provision adapted to labour market needs.

An on-line course for tutors will be available on the project website and each partner will assure an adequate and updated training programme according to their own needs

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INTRODUCTION

METHODOLOGY OF IDENTIFICATION OF THE ACTIVITIES TO BE COVERED WITH A COMMON LEARNING TOOL

Following on from Output 1 “Mapping the Tutor Function in Painting SMEs”, the following stage in the process is to provide a transnational overview of tutor’s practical activities within the companies concerned. The partners intend to understand the activities, identify the difficulties experienced by company tutors and to formulate recommendations for the improvements of tutorial functions in painting companies.

To achieve their goals, the partners identified, country by country:

- Bodies offering information and guidelines to tutors (including training);
- National support systems put in place for tutors;
- Specific needs of SME’s in terms of guidance and training support addressing tutors;
- Good practices in tutors monitoring activities;
- Communication methods between company tutors, learners and apprentices;
- Methods used to evaluate progress made by trainees within the company;
- Relevant initiatives and actions to attract individual workers towards the role of a tutor

At this stage, the partners identified, through national questionnaires, different recommendations, procedures and methods used by different countries to support company tutors in Belgium, France, Slovakia and United-Kingdom. A bridge was made between the conclusions from the mapping report (Phase 01) to a collection of concrete activities and tools to support the tutor in his/her teaching activities given that they are expected to adhere to standards set out within their own organisations.

Phase 02 followed the same investigation methods (based on transnational questionnaires, see Annex 01), even if each national contexts and work situations vary from one country to the other, according to the countries policies.

Therefore, based on the conclusions from IO1 and the recommendations that came from within that document, the following points were verified and analysed more in-depth:

- Description of real life work situations and activities in different enterprises, stressing adequate learning process and right assessment methods.
- Detection of problems and difficulties encountered by painting companies and tutors.
- Identification of corresponding solutions.
- Recommendations on the developments of the function of the apprenticeship supervisor/tutor based on the company’s needs.

The approach used, which involved all the partners, was progressive and required extensive discussion and feedback. The pilots of this phase of the tutor support project suggested a number of operational proposals relating to their previous experience in the construction sector. This collective work should enable the partners to specify a **professional profile for company tutors** based on activities and tasks gradually developed.

This methodological concept should enable to link the professional profile to national **reference systems** which specify the professional competencies, in line with autonomy and responsibility. These competencies will be listed within the training reference documents (Outcome 03) for both training contents and evaluation methods. Therefore, the competencies are based upon the performance expected by the company, identified as professional requirements.

The transnational project meeting organised in Liège (BE) in October 2018 enabled the partners to identify different situations which painting company tutors may face, depending on the nature of the position and the level of responsibility. The project partners specified that they targeted a certain degree of multi-competence and a certain innovative behaviour other than a strict application of transnational or national rigid standards where the company tutor function could be described.

The analysis of the results taken from the national questionnaires (Phases 01 and 02) made it clear that the tutors in question, fulfil roles which could be considered as similar in many aspects, but the conditions of implementation depend on the objectives of the company and training objectives in which the tutors are involved.

These training objectives (which may be simultaneous) can be:

- **Learning a job or gaining a new qualification** – in this case the tutor will be a professional actor who will focus on transmitting technical and direct operational expertise;
- **Obtaining a qualification or diploma** - the tutor must manage all knowledge satisfying regulatory requirements for the validation of training in addition to the acquisition of technical expertise;
- **Professional integration or re-orientation** - the tutor plays a specific role and helps the apprentice to develop and consolidate a professional plan.

Depending on the profile of the learners concerned, objectives and context of the training, the support strategies for the learning process can vary between a light approach and a complete system for sustainable professionalization. Given that company tutors are involved in many individual learning situations, the content and intensity of their activities vary from one company to the other even in the same sector and country.

PART ONE

IDENTIFICATION OF WORK SITUATIONS AND ACTIVITIES TO FIND THE RIGHT LEARNING PROCESSES

1.1. PREPARING FOR THE ARRIVAL OF LEARNERS TO THE PAINTING COMPANY

Surveys conducted in partner countries show that company tutors experience many professional situations in which the arrival of learners is not sufficiently well prepared. It is, however, the essential phase where the learner decides if he wishes to continue his/her training in this company, if he/she sees himself durably in a painting company and if the material and organizational conditions are suitable.

This is why the company tutor must be able to prepare for the arrival of the learner by helping him/her to integrate into the decoration-painting company. Some partners stressed in the investigation phase that the preparation of the learner for the arrival in a company where he/she will learn his/her trade is already starting in the recruitment phase. The moment when the arrival phase ends is difficult to determine, as this is done gradually. Indeed, training activities replace gradually the arrival phase.

Work Situation 1: Participating in recruitment of learners to be trained in company

Component 1.1	Taking into account a legal framework of the training foreseen
Component 1.2	Proposing selection criteria
Component 1.3	Checking company opportunities and candidate profiles
Component 1.4	Participating in the final selection of candidates

Work Situation 2: Getting information to the hierarchy on the person selected and on the training scheme planned

Component 2.1	Establishing relations internally and externally with all persons concerned by the arrival of the trainee.
Component 2.2	Clarifying information concerning the background, experience and expectations of the trainee.
Component 2.3	Specifying the roles shared between company tutor and training centre in the learning process.
Component 2.4	Exchanging information with all stakeholders, including family (if initial training).

Work Situation 3: Defining social and educative background of the trainee selected for training within the company

Component 3.1	Pinpointing the requirements and conditions for the tutor's success in the task, particularly so as to develop commitment from the trainee selected.
Component 3.2	Identifying all the participants in the training process and their roles to give them relevant information concerning the trainee.
Component 3.3	Collecting information necessary to build up a personalised training path, otherwise known as an ILP (Individual Learning Plan)

Work Situation 4: Organizing and planning the arrival of trainees, stressing specifics of the painting and decorating sector

Component 4.1	Organising collaborations with other company workers
Component 4.2	Checking practical aspects of training conditions in company
Component 4.3	Preparing work stations and work situations for forthcoming training
Component 4.4	Preparing the timetable for work and simultaneous learning
Component 4.5	Organising company visits, meetings with representatives and necessary documentation.

Work Situation 5: Coordinating visit to company and presenting staff and colleagues

Component 5.1	Discussing with learner the work and learning objectives, mutual rights and duties, professional ambitions and training goals in order to ensure a suitable integration in the company.
Component 5.2	Explaining the company and its environment (company's position in the sector, simplified structure of the company or site, major job functions, relationship to job functions, etc.).
Component 5.3	Presenting the team, the colleagues and their role in the training process.
Component 5.4	Explaining specific practices when learning in the company.

Work Situation 6: Presenting the post, the work expected, the general conditions (internal code of conduct, security regulations, etc.) and identifying the target job as a learning opportunity located in the company's production process

Component 6.1	Explaining what the company and the team expect from the learner (company requirements criteria, desired behaviour, etc.).
Component 6.2	Specifying the objectives of his/her work in the company.
Component 6.3	Presenting the job(s) or post(s) to which the learner shall be introduced in the production process and in the course of overall in-company training.
Component 6.4	Giving information about health & safety regulations and respecting environment
Component 6.5	Explaining how to handle safety equipment

Indeed, in this preliminary phase, it is important to give the learner as much space as possible and to discuss with him/her his/her professional project, whether in initial or continuing training. Thus, a visit to a company is, beyond a simple courtesy, a significant step of integration, as well as the delivery of attributes such as clothing, guides, digital applications, work tools, etc. During the company visit, it will be necessary to emphasize what is specific in its organization, what is its specific place in the sector, what are the relationships with customers, principals and subcontractors.

Only then should the team be introduced, the learner be helped to introduce himself/herself, and the role of tutor. This will allow the learner to situate himself/herself in the company, to understand the instructions that will be given to him/her later, such as occupational safety and health and environmental issues regarding waste and energy.

Finally, it is particularly important to explain to the learner the ways of communicating in the workplace (formal and informal channels), including how to exercise his or her right to expression and training in the workplace, how to better understand the training contract and how to avoid any risk of a bad atmosphere due to poor communication.

1.2. FACILITATING LEARNING PROCESSES AND SUPPORTING LEARNERS

Surveys conducted in the partner countries unequivocally confirm that on-the-job training must be even more individualised than in training centres, because the learner is simultaneously:

- In a **production process** (the company's main mission), with objectives assigned individually according to production requirements.
- In a **formal process of professionalization** (professional development) where learning conditions in work situations must take into account the need for (preferably formal) recognition of prior learning.

This is why the quality of the learner's support through a tailor-made training approach is the most important component in the whole process. Consequently, company tutors must be able to deal with work situations and at the same time with training that is often unexpected, complex and difficult to categorise into modules. They must learn to juggle with a variety of skills and knowledge to activate.

The notion of learning situations in parallel with work situations takes on its full meaning here. Thus, through the work situations that will be detailed below, the company tutors of painting will learn all the complexity of their function and role. Above all, they will have to learn, in situation, how to regulate production activity, so that it is at the same time formative. They will therefore have to identify, in situations, the operational objectives of their productive activities and their training actions conducted in parallel, as well as, later on, learn about how to evaluate their effects.

Work Situation 7: Organising progression in learning process

Component 7.1	Identifying the content and objectives of training the learner in order to suggest appropriate tasks for him/her.
Component 7.2	Determining the tasks to be assigned to the learner taking into account: the degree of complexity, experience and potential of the learner, as well as production and worksite requirements and constraints.
Component 7.3	Organising selected activities and tasks in a logical, articulated and progressive training process.

Work Situation 8: Training on the job

Component 8.1	Explaining the tasks to undertake (objectives, stages, location in the production process) and the expectations in terms of quality, while also showing and explaining how to use appropriate technical equipment.
Component 8.2	Breaking down simple or complex activities into different stages to facilitate the mastery of them.
Component 8.3	Demonstrating and explaining the most appropriate posture for carrying out assigned activities and tasks.
Component 8.4	Selecting appropriate digital or documentary reference material and explain it to the learner.
Component 8.5	Using straightforward language with the learner and define any technical terms specific to the job.
Component 8.6	Keeping informed of new tools, manufacturing procedures or technological change.
Component 8.7	Keeping informed of organisational evolutions in the painting and decorating sector.
Component 8.8	Analysing practices as a tutor in work situations.

Work Situation 9: Making aware of regulatory aspects regarding health and safety in the painting and decorating sector

Component 9.1	Describing and explaining general and the company's established health and safety rules and procedures (formal and practical) in the painting-decoration companies.
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Component 9.2	Explaining how to handle safety material and equipment.
Component 9.3	Engaging the learner and ensure he/she is aware of his/her duties and responsibilities regarding health and safety at work in the company.

Work Situation 10: Reviewing with the learner procedures and techniques used once work has been completed

Component 10.1	Checking the learner understands at each stage and ensure that he/she correctly applies learning outcomes in real situations.
Component 10.2	Encouraging the learner to develop a critical attitude with regard to his/her own performance.
Component 10.3	Identifying problematic situations, give corrections and advice.

Work Situation 11: Participating, where appropriate, in creation of company/training centre synergy to ensure learning consistency

Component 11.1	Finding out about training undertaken in training centres (type: qualification, certification, contacts, training references, evaluation, etc.).
Component 11.2	Informing training centre of in-company training programme and specificities, providing information about learning progression to check on learning consistency.
Component 11.3	Preparing and distributing liaison documents (company/training centre) to report on what has been learnt, and on progress and difficulties encountered.

By organizing learning in work situations (and from work situations), company tutors will have difficulty to respect a strict modular organization, such as it is often practiced in training centre. Nevertheless, they will have to get used to programming, identifying learning objectives to better measure their achievement or comply with standards imposed by formal references, while inserting them into the management of constraints resulting from production processes.

Company tutors are confronted here with a triple complexity:

- Complexity of production processes.
- Complexity of learners' training processes, often in conjunction with training centres or vocational school.
- Complexity of his/her own professionalization process (formal or informal).

More than a modular training, the tutor implements a situational training, based on the formative exploitation of experiences from productions where learners' competence in terms of their degree of autonomy and responsibility is manifested, based on their specific knowledge, skills and interests.

It should also be remembered that production constraints often take precedence over training constraints, as it has often been mentioned by project partners. This, of course, contributes to the complexity and unpredictability of training processes in the workplace. The tutor learns to manage this unpredictability as an objective fact and not as a particular constraint, if he/she is well supported.

1.3. CHOOSING EVALUATION SITUATIONS

The elaboration of evaluation situations in work situations, especially in countries where these procedures are not formalized, is a particularly delicate task. Indeed, company tutors must take into consideration a multitude of factors, such as professional activity standards in connection with diploma or professional certificate standards, formal evaluation requirements or even co-evaluation requirements to be set up together with a training centre. Here too, the company tutor often needs to be guided in a personalised way, beyond manuals or written instructions.

Through different activities with the learner, the tutor learns to measure his progress, to make partial assessments of the results and to correct training paths if necessary, by reviewing certain activities and tasks. In addition, he learns

to participate in certification situations organised by other bodies (in his company or elsewhere), with regard to the professional certification criteria concerned. All this contributes not only to the control of evaluation processes, but also, and even more importantly, of in-company training processes in its complex and systemic approach.

Work Situation 12: Setting up continuing evaluation of learning outcomes

Component 12.1	Preparing methods and tools necessary for continuing evaluation.
Component 12.2	Checking understanding and concrete application of learning outcomes, systematically measuring what has been learnt and correcting mistakes.
Component 12.3	Suggesting potential remedies and solutions to be implemented to make the learner progress.

Work Situation 13: Designing realistic formal evaluation scenarios, based on competency checked through normal work activities

Component 13.1	Preparing tools for a formal evaluation built up on competency logic and on criteria defined according to potential certification objectives (if relevant).
Component 13.2	Measuring what has been learnt with regard to the company's requirements and to the certification objectives.
Component 13.3	Providing competent bodies with the documentation related to the results obtained by the learner, in line with certification requirements (if relevant).

Work Situation 14: Proceeding to formal evaluation of learning outcomes

Component 14.1	Performing a positive evaluation and appraising all progress achieved.
Component 14.2	Endorsing formal recognition of learning outcomes with certificates, accreditation or some other kind.
Component 14.3	Informing and guiding the learner towards potential additional skills and qualifications.
Component 14.4	Devising with the learner prospects for further professional steps, in accordance with the evaluation results.

Work Situation 15: Preparing final report with all necessary information

Component 15.1	Conducting an interview with the trainee to collect complementary information for the final report.
Component 15.2	Reviewing evaluation results with regard to professional criteria of qualification (performance in the job, degree of integration in the company, autonomy and responsibility).
Component 15.3	Giving an exhaustive feedback on the training process and its results.

National surveys have shown that formal evaluation at the end of the training cycle in companies in Belgium, France and Great Britain is the result of a formative evaluation process conducted throughout work situations. It is indeed by working that the learner gradually acquires automatisms (manual and mental) that allow him to gradually acquire increasingly high degrees of competence.

These automatisms, or actions initiated without much thought, are the result of experience acquired during increasingly complex work situations, where apprentices in painting and decorating are confronted with work in cooperation with other trades. By organizing a learning process in the workplace, the company tutor will above all evaluate a gradual reduction in the learner's mental load and attentional self-control invested by the learner when he/she has to constantly increase his/her performance through the same production activities. It is by gradually releasing himself from these two "constraints" that the learner becomes competent (autonomous and responsible) under the control of the tutor.

The competence to be assessed will therefore appear in the learner's increasing resistance to the disruptive factors of his/her professional activity or through a better self-management of unexpected or difficult situations. However, surveys conducted in small and medium-sized painting and decorating companies, mainly in France, have shown that the stability and consistency of learning conditions are essential to the acquisition of such automatisms. Ultimately, professional in-company tutoring practices demonstrate that assessments of learning outcomes (informal and formal evaluations) are largely based on the verification of acquired manual and mental automatisms.

1.4. MAIN LESSONS LEARNT

When a learner is applying to become a painter/decorator, a process making it possible to integrate and train her/him has to be designed and followed. Recommended would be an advisory board meeting within the company. Nationally would be the preferred option which would make the option for delivering a qualification that much easier based on national discussions. Unfortunately the reality in the partner countries is that these meetings are organised only relatively seldom, including in France and the United-Kingdom, where traditions of work-based learning are consistent.

The need of employers is ever changing along with the demographics of work. The results of such meetings should be disseminated amongst a team of staff who look after the recruitment side of the job. Based on the level of learner who is looking at the option of the trade, assessments should be put in place to ensure that recruitment is carried out with integrity to ensure that each learner is placed on a course and with a company who can nurture one another for their own gains.

The learning that the learner is going to undertake is important so it is vital that the needs of the learner are taken into account prior to any recruitment as there are cost issues to recruiting the right learner. Should it be deemed that the learner is the correct one, there needs to be a process of assessment. Assessment needs to be in the form of an initial assessment whereby levels of learning are gained, along with prior achievement to ascertain the level of working for the said learner. There may also be occasions where assessment is taking place by the company to ascertain that the learner is the correct learner to undertake the work.

These types of assessment can all be geared to the needs of the company/employer after consultation with training providers who will have the facilities to facilitate the assessment. Only after the results of such assessments have taken place and decisions have been made should funding be drawn down to help with the initial costs of setting on a learner. As already discussed, money is often going to be a deciding factor in the aspiration of the learner and the help that is on offer to companies. All too often, an employer is left to bear the brunt of costs when a decision on recruitment does not turn out to be the correct decision. Should a learner leave and it is not through fault of the employer, an employer should still be entitled to funds that have already been applied for the time and effort that has already been put into place.

Once in the training environment, the trainee is constantly being assessed to show a progression of learning throughout their time at the training organisation. Formative and summative assessment is all part of the teaching programme and is carried out throughout the year. New standards are being brought in where summative assessments are only being done on the say so of the employee. This may have to be the way forward in the future whereby training that is organised by training centres is dependent on the employer giving the go-ahead on summative assessment which prove competence. The only issue with this is that if a trainer, who is teaching and assessing the learner deems that the learner is not confident and not yet at the correct standard, it should be at the discretion of the trainer as and when the testing happens.

PART TWO

POTENTIAL DIFFICULTIES AND CORRESPONDING SOLUTIONS IN LEARNING PROCESSES

2.1. IDENTIFICATION OF DIFFICULTIES AND GOOD PRACTICES IN LEARNING PROCESSES AND IN MONITORING ACTIVITIES

Where it is common place that training needs will be addressed ‘in-house’, Belgium, France and the United-Kingdom have a policy that mandatory training must be taken regularly. These units must be undertaken and updated on a cycle. Units can be relevant to the organisation but can also be relevant to the individual tutor and address the needs of the tutor. From being a new tutor, expectations are that these individual units will be completed within a short timescale and updated every 3 years in order to meet mandatory requirements.

This also coincides with their own CPD (Continuous Professional Development) which again needs to be worked upon on a yearly basis. In the United-Kingdom for example, different organisations will make it a mandatory requirement that 20 hours per year will need to be carried out. One completion of the mandatory units is carried out in the first year, it is then the responsibility of the tutor/trainer to source their own training needs. This can coincide with the use of the organisations within the trade and making use of the facilities and resources that they have to offer. The mandatory units must be detrimental to the role of the tutor and must have some relevance to the role that they are carrying out. Data protection, health and safety and equality and diversity are some of the mandatory units that are covered. All of these units have a relevance to the trainer role and all are part and parcel of keeping the learner safe and it is with this that the project partners place such an importance on these mandatory units.

There have been additions in the past that have been made mandatory by the government following on from security incidents within the country regulations. This is also something that must be addressed with our learners whilst completing their learning. There is no real link between what happens within a training organisation and what happens on a work placement with companies. These are two completely different identities and it is up to the tutor to forge that link and to make the learner work progress fit in with what a company expects.

The French model also involves linking up the two organisations that the trainee frequents. Trainers are expected to identify their own performance just like they do in the United-Kingdom and they are expected to adapt their own objectives to fit in the profile of the company. Again, roles prevalent to the United-Kingdom, French trainers adapt their own methods to meet the objectives of the company of which the trainee is employed. As there is an autonomous way of working within the system, difficulties come from monitoring progression. More support needs to come from within the system from those involved with designing and preparing appropriate systems.

The French model would benefit from a better link between companies and training centres where trainers and employers get to know each other and understand better the role of one another in the way of organised workshops which can also present on a positive note, the diverse work that the trainer must carry out in order that the trainee achieves his/her goals.

Slovakia seems to be struggling to find a common ground that tutors can work from. There is no real training need within organisations apart from actual qualifications gained through their own apprenticeships and training. Within an EU prospectus, Slovakia would gain from the knowledge of other countries and the methods employed by differing organisations. These works need disseminating to Slovakia in order that they can standardise procedures which in turn will give a better experience to the trainees.

Belgium can offer portfolios which will show the good work that they achieve with their trainees. Belgium can present a learner with success based on hard work and honest toil. They have testimonials from peers that will testify to their success stories which show that what they are doing with their learners/trainees is successful in what they achieve.

2.2. METHODS FOR EVALUATION OF THE PROGRESS MADE BY LEARNERS WHEN LEARNING IN COMPANIES

Evaluation is key in all aspects of the assessment process and it seems that both the French and United-Kingdom model is similar in its strategies. The French model makes use of the strategies that are also in place in Belgium and in the United-Kingdom. From the outset, these countries will initial assess a learner. For instance, the United-Kingdom government states that all apprentices have to have literacy and numeracy at least at level 1 for completion of an intermediary apprenticeship. Completion of level 2 is a prerequisite of moving onto a level 3 qualification.

Once on a course in company and/or in training centre, formative and summative assessments take place throughout the trainees learning programme. Some course will also have a final synoptic assessment. This is gradually being phased back into the system after initially moving away from the synoptic assessment which was felt was not working. As the French model, for example, states ‘the trainee’s progress to be monitored on a daily basis’, formative assessment techniques should be used to evaluate a learner’s progress. These formative assessments should be put together by the trainers which lead up to the summative assessment or synoptic assessment, depending on the qualification being delivered.

As a transnational synthesis of recommendations in terms of evaluation of learning outcomes, the partners suggest to develop the following aspects:

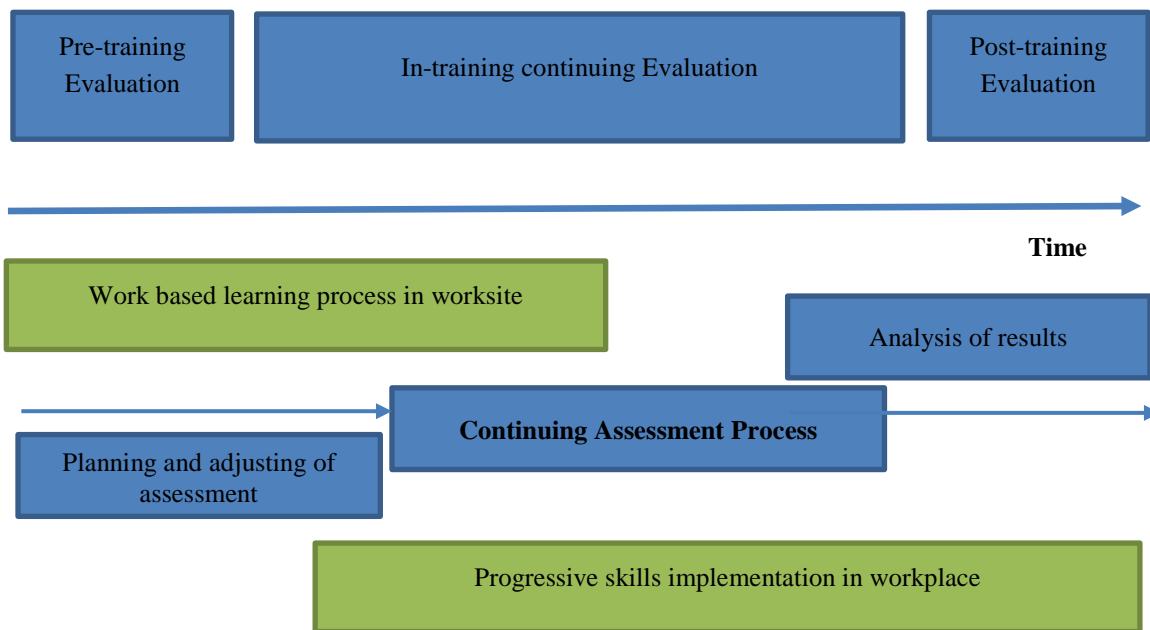
Initial evaluation (before the training starts)	<ol style="list-style-type: none"> 1. Why does the trainee (learner) participate in the training proposed? <ul style="list-style-type: none"> - Skills needed formally (if initial training) - Need of professional reorientation (or requalification) - Just curiosity to learn new skills (good for career development) - Compulsory training (employer’s decision) 2. What results are expected from the training? <ul style="list-style-type: none"> - New skills for the job / Increased effectiveness. - Increasing the value for the employer. - Strengthening and expanding knowledge. - Learning how to solve specific problems. 3. What is expected in terms of monitoring/accompaniment provided by the company tutor? <ul style="list-style-type: none"> - Above all guidance through practical training (work based situational learning). - Simulations. - Group work with experienced workers, with tasks properly shared. - Individual consultations with tutor and other experienced workers. - Self-evaluation. - Mutual assessment together with experienced workers. 4. What are the most significant knowledge/competences expected from training? <ul style="list-style-type: none"> - Transversal knowledge. - Health and safety rules. - Communication skills. - Technical skills. 5. Self-assessment of the skills and competences already possessed.
Systematic in-training evaluation	<p>EVALUATION OF THE IN-COMPANY TRAINING PROCESS</p> <ul style="list-style-type: none"> - Overall verdict on the training, including training structure and training content.

	<ul style="list-style-type: none"> - Relation between everyday work experience and lessons learnt from experience. - Relationship with the company tutor: <ul style="list-style-type: none"> • Ability to transfer knowledge. • Conducting training in a logical and understandable way. • Ability to establish contact and to create a positive learning and working atmosphere. • Ability to involve the learner in discussion, exercises, simulation and evaluation of results. - Relationships with other workers. - Quality of evaluation procedures: lessons learnt from evaluation: <ul style="list-style-type: none"> • The most useful topics and contents. • The less useful topics and contents. <p>EVALUATION OF THE LEARNING OUTCOMES (PLANNED INITIALLY AND ADDITIONAL)</p> <ul style="list-style-type: none"> - Degree of achievement of transversal knowledge. - Degree of achievement of health and safety rules and practice. - Degree of achievement of communication skills and practice. - Degree of achievement of technical skills and their use in practical work situations. - Identification of potential progress to be made.
Final formal evaluation	<ol style="list-style-type: none"> 1. Transversal knowledge acquired and put forwards in work situations. 2. Health and safety rules acquired and put forwards in work situations. 3. Communication skills acquired and put forwards in work situations. 4. Technical skills acquired and their use in practical work situations. 5. Additional skills and competences acquired, non-foreseen in reference standards. 6. Opportunities to continue the learning initiated. 7. Evaluation of opportunities to implement each category of learning outcomes in workplace: <ul style="list-style-type: none"> - The most useful skills and competences for companies. - The most useful skills and competences for the learner him/herself. - The most noticeable change compare to the situation before training. 8. Progress area: <ul style="list-style-type: none"> - What still can be improved? - Operational scheme for improvement.

The model proposed is above all a model for situational evaluation. Concerning the formal evaluation of final outcomes, it must follow formal prescriptions of competent national or regional bodies in charge of qualifications in the countries concerned. It can be used for all kinds of training and certification. Additionally, the model can shared with other relevant stakeholders, especially VET schools and centres.

This model is valid not only for painting-decoration SMEs, but it can be transferred relatively easily to any other sector (construction and even outside, after necessary adjustments). The model was tested on transversal skills in Belgium and in France. However, specific skills were also (inevitably) taken into account during the experimentations and testing of the model. As a result, the partners recommend to further use the combined evaluation model in all possible sectors, in relation to all type of skills and competences.

The project assumption was that the model of combined evaluation of training and learning outcomes could be used to increase quality of learning, qualifications significance and stakeholder satisfaction with learning outcomes as well as for evaluation of training. The method proposed (situational evaluation) can be used to increase the labour market and social relevance of learning outcomes.



Source: M. Lawinski (CCCA-BTP) & W. Stechly (IBE), 2019

The model allows evaluating changes in existing qualification (or programmes) or implementing new ones. Experience done in France and in Belgium has shown that it can be used as a tool supporting implementation not only of knowledge, but also of different changes in activities and tasks attributed to learners. It also allows identifying qualifications or parts of qualifications (or programmes respectively) that require change or that are not needed anymore. The model can be used to update the training in company, in correlation with corresponding training centres or VET schools.

Parallel to this, the model proposed allows assessment of company tutors' performance, quality of training situations and materials provided, etc. It can also be used by certified examination centres (companies and others). This approach enables company tutors to draw up periodic assessments of the apprentice's progress in relation to set training objectives:

- **Pre-training evaluation**, which identifies the learner's prior knowledge and abilities at the start of his on-the-job training in order to plan ahead for the course to be set in place (contents, methods and scheduling). This phase also provides a means of anticipating the difficulties that the company tutor might face.
- **In-training formative and regular evaluation fully integrated in the on-the-job learning process** that provides a means of monitoring the learner's daily progress in terms of technical skills, organisation of time and space, autonomy, safety constraints and skills associated with professional and social behaviour. Throughout the process, the tutor helps the learner to identify not only his/her progress and his/her weaknesses, but also the causes of potential difficulties. The purpose is to inform the learner and the training centre (if relevant) of the extent to which the objectives are being reached.
- **Post-training (final) evaluation**, which covers the skills acquired by the end of the training process. This assessment is strictly regulated in each partner country and, therefore, cannot be identical. It also has a social role, as it contributes to a formal recognition not only of learning outcomes, but also potential new qualifications, likely to correspond to EQF grids and NQFs.

All kind of assessment involves judging the work, not the person. The manner in which the assessment is carried out can be a source of motivation or demotivation for learners. Consequently, it is essential:

- To define from the outset the assessment criteria that applies to the piece of work, activity or action to be completed.
- To inform the learner of the assessment criteria at the beginning of the evaluation process, especially if it takes place in “normal” work situation.
- To discuss with the learner the evaluation results and to give him/her opportunity to express his/her opinion on the process carried out.

It is unnecessary and even demotivating for apprentices to complete a job without knowing what will make it a success or how the person performing it has demonstrated mastery of a given skill.

2.3. POTENTIAL INITIATIVES AND ACTIONS TO ATTRACT INDIVIDUAL WORKERS TOWARDS TUTORSHIP

Surveys carried out in partner countries have shown that it is impossible to achieve successful vocational training in company without efficient tutoring and proper support. Within this context, a number of principles must be clear for both tutor and learner. If the rules are confusing, the company would have difficulty recruiting tutors.

Any training path involving the company and the training centre or vocational school entails the deployment of resources, methods and, above all, a strategy for communication between the two sites so that they can together develop a teaching method tailored to the beneficiary. Furthermore, this approach must be negotiated and accepted by the two training sites in order to avoid giving the learner the impression that he/she is following in parallel two training courses.

Within this context, the liaison tools introduce and regulate not only a system of circulation of information between the training centre and the company, but also, when this system works, they open up the possibility of **mutual adjustment of training content**. It goes without saying that the learner must be given the opportunity to assume joint responsibility for his success.

However efficient these tools may be, they merely supplement direct and regular contacts between the different trainers within the company and within the training centre. Computer applications or the Internet must not under any circumstances take the place of reciprocal visits, joint meetings or joint advanced vocational training sessions attended by representatives of the two stakeholders.

Surveys carried out within the framework of the Paint Up project especially in Belgium and in France have shown that if trainers from training centres and company tutors do not see each other on a regular basis, they cease to regard each other as partners working to build and implement the same vocational training for the same beneficiary. This is one of potential demotivation sources for company tutors. Therefore, an **efficient communication with training centres** is one of the conditions of successful tutorship in companies, all the more that vocational training courses become increasingly individualised and a dialogue with learners becomes essential for the assessment of their progress and to determine whether the training proposed should be adapted to their needs.

Another essential condition for a successful tutorship, which will motivate company tutors, is a clarity and consistency of the **preparation of the learner’s arrival**. In particular, it is necessary to specify:

- What skills and qualifications does the learner already possesses?
- What type of person he or she is?
- Is the learner accustomed to take the initiative or does he/she require much guidance?
- What clear it would be necessary to send him/her?
- How to introduce the learner to the other colleagues?

The first days in the enterprise are very particular and even **essential for both company tutor’s and learner’s motivation**. Therefore, it is fundamental to list all the potential difficulties likely to happen and to reflect in advance on how to manage potential complex or unforeseen situations.

In fact, in the very first couple of days the learners are facing countless new impressions. They have to come along with a lot of new issues. It is often not easy for them to keep all this in mind and to cope with it. But it will help a

lot, if there is a folder for the apprentice, which contains the most important details (e.g. contact person, telephone numbers, internal regulations, etc.). This folder should be carried on and completed during the training in company. This will also be perceived as a **sign of respect** and would probably generate the same for company tutors.

Besides, reiterating activities and tasks with increased difficulties will also be perceived as motivating by learners. **New progress made by learners would probably also motivate company tutors**, even if it can affect the time of work. In parallel, the goals and targets established should be distinct and measurable. They should be set based on the learner progressive experience. A learner who has little experience of the majority of the aspects in the tasks with which he/she is entrusted may need to spend more time to solve problems.

Apart from having highly motivated learners, **company tutors, to be attracted by their tutorial activities, need a clear guidance and recognition of their function**. Even without going as far as a formal status clearly identified within collective agreements, the activities should be clearly described to provide company tutors with more structure and identity when fulfilling their functions. It is crucial to affirm formally that tutors contribute towards the performance of the company and participate in its effort of investment in human resources needed for further company and sector development. Through this framework, they should to participate in pedagogical dialogue with VET schools and centres, as well as with families (if initial training) and other companies.

A more consistent recognition of the professionalism of company tutors, in a more sustainable manner, would also contribute to their better motivation. One of the objectives of the job standards existing in Belgium, France and the United-Kingdom is **the recognition of the professionalism of company tutors** (formal or informal). Within this context, the existing standards addressing tutorial function in companies could help in the identification and recognition of company tutors that still could feel as not sufficiently known and recognised.

Besides, thanks to the precise definition of the activities, tasks and associated skills, it becomes easier to clarify the areas in which company tutors must receive support. Structured **support measures** could be the following:

- Creation of an online library, including the documentary resources required for the preparation and implementation of tutoring on a day-to-day basis.
- Design of a self-assessment approach for company tutors based on the skills that are identified and outlined in the reference manual.
- Structured guidance measures addressing company tutors based on the identified activities and tasks carried out by appropriate territorial and sectoral professional bodies.

Moreover, to motivate current and future company tutors in the sector concerned, it is necessary to break down their isolation in their companies by **developing basic and advanced training initiatives that** could adopt various profiles depending on the objectives that they seek to achieve. Potential training programmes could vary from one country to the other, even if a transnational basis could be common. Forms of organisation could also vary according to various national opportunities and available means.

Certification, as a process that confirms the skills, might be of interest to certain company tutors. Some companies could consider certification as a guarantee of the quality of the training paths and of the educational work done by the company tutors concerned. Thanks to the possibilities opened up by the sustainable professionalization process at European level, **it is quite possible to disassociate the certification of skills from training cycles by using some European recommendations and tools, like ECVET**. The systems that are gradually being set in place in European countries under the impetus of the European Commission also provide a means of recognising professional experience acquired in informal or non-formal way. However, the social partners in the partner countries do not have similar approaches regarding suitability, scope and form of such training paths and guidance initiatives addressing company tutors.

2.4. MAIN LESSONS LEARNT

Employing a trainee is sometimes a stressful situation for company tutors. The employer needs to ensure that the learner is undertaking a programme of study through two avenues. The first one is to gain the knowledge and competence through real life experience incorporating real life scenarios. Secondly, the learner will be expected to engage in learning from within the training centre. This can have its own constraints and expectations from companies in the training cycle.

To avoid potential difficulties and to find more easily corresponding solutions in learning processes set up in companies, the project partners suggest the following methods:

Keeping the interest/interesting and varied teaching methods	Teaching methods need to become varied so that learning is not stale. As a teacher/trainer your own training should be undertaken that explores the varied methods of engagement and different strategies in order to achieve the desired outcome of completion and knowledge. Stretch and challenge exercises, flipped learning, gamification methods, self-learning, group learning to prevent isolation of learners, reward, discovery methods, buzz groups, role plays, brainstorming and discussion methods are to name but a few. If teaching methods are varied, there is a better chance of understanding. As a trainer/tutor, it is our role to ensure that learner's interest is kept thus ensuring learning is taking place. Vary the learning so that different activities are taking place and diverse methods of teaching need to take place to ensure understanding. Sometimes there may be a need to create multiple methods to ensure understanding. The understanding will obviously be the end goal of summative assessment.
Keeping a learner on track	Trainers need to be the main source of assessment and should understand the need to be aware of the journey that the learner is on. This not only ensures that learning is taking place but also ensures that the trainer is aware of time restraints and the need to fulfil assessments at sporadic points in the learners journey in order to achieve. Depending upon what qualifications a learner is undertaking, the trainer should ensure that they have an understanding of all aims and ensure that the learner is on track. This may be both in the learning environment and in the workplace. The trainer needs to be the one, as has spoken about before, who is the nominated person who keeps the learner working and motivated towards their main aims.
Full-time participation to ensure correct amount of learning is taking place	All learning courses should have a set number of learning hours and outcomes that need to be achieved. As well as ensuring that learners are learning when they should be learning, certain amounts of time should be allocated to certain aspects of a qualification in order to achieve and get the best of the learner and ensure inclusivity of learning in that all will have the same opportunities to succeed. This is found from within the qualification books and it is the trainer's job to allocate the time accordingly based upon knowledge and experience, knowledge gained through past experiences.
Ensure all assessments take place	Have a training plan in place to ensure that all assessments are accounted for and are scheduled to take place. This training plan should be verified by a third party (IQA - Internal Quality Advisor). All assessments should be taken under strict conditions where procedures are read out such as an appeals procedure and strict timings should be adhered to. This will ensure that all assessment is SMART (Specific, Measurable,

	<p>Achievable, Realistic, Time-bound).</p> <p>If a SMART target is broken down, each category should ensure that fair assessments are taking place. There may have to be necessary adjustments dependant on a learner's individual need which is given within concessions.</p> <ol style="list-style-type: none"> 1. Specific, Significant, Stretching. The assessment should not only stretch a learner which ensures a depth of understanding, but be specific to the main qualification. Different stretch and challenge exercises can be introduced through the formative assessment route, but ultimately will achieve significant results towards the qualification. 2. Measurable, Meaningful, Motivational. Every assessment requires being measurable, meaningful and has to be motivational. Should this not be the case, then how can it be measurable? By being measurable, will mean that there is an end goal to work to. 3. Achievable, Agreed upon, Attainable, Acceptable, Action-orientated. These actual goals require being achievable. Should this not be the case, then a learner will have put in for assessment at the wrong time. Ensure that prior to assessment, all rules are accepted and signed for by both parties. 4. Realistic, Relevant, Reasonable, Rewarding, Result-orientated assessment of what is relevant to the qualification. 5. Time-bound, Time-based, Timely, Tangible, Trackable. All tests should be timely. If not, then the trainee is not ready for them.
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A **sound evaluation system** (of both: learning outcomes and learning process) is considered by the partners as a basis of every efficient in-company learning, even if a formal recognition of qualification is not required. This implies a need of appropriate supports to ensure that learners are given equal access to their learning first and to the evaluation process further on. It means that each learner will have at his/her disposal necessary means to be implemented in concrete work situations. Furthermore, appropriate data systems should be activated in companies, in training centres or in VET schools to track learners and learning paths to make their progress easier and more transparent.

Continuing assessment is not intended as a means of awarding marks. Ideally, it should take place at the end of each apprenticeship task. It is above all a methodological help in the learning process. This type of assessment can be carried out only through careful observation by the company tutor of the learners' way of doing things to ensure the quality of the result and to analyse the approach to improve or transform skills and competences the learner must possess.

The following can be regarded as the most important priorities in any on-the-job assessment process:

- Degree of autonomy during an operation or a task.
- Technical skills acquired (knowledge and know-how).
- Compliance with health and safety instructions.
- Understanding of and compliance with standards, procedures and working methods.
- Capacity of management of constraints (material resources, time, etc.).
- Quality control of production processes and final outcomes, including their conformity to the specifications provided by company trainer or training centre staff.

In order for the assessment, whether it is formal or informal, not to be perceived as a disciplinary measure, it must facilitate communication between the tutors and the apprentices based on objective criteria.

In Belgium, France and in the United-Kingdom, company tutors participate in the formal assessment of the results achieved during the training path with a view to the awarding of a recognised diploma. In this case, each national legislation arranges its own procedures and sets its own requirements in summary form by setting the tasks to be completed by the tutor within this framework:

- Assimilating the professional reference manuals that encompass all the skills required by the diploma or certificate which the learner hopes to gain.

- Preparing assessment situations within the company and assessing the results achieved by the according to the formal criteria specified by appropriate national or sectorial bodies.
- Participating in the final assessment.

The implication of company tutors in a formal assessment process is a meaningful milestone in the recognition of their competence and position in the whole learning process. This is also a significant step to the formal recognition of their role as a full partner of training centres and vocational schools, even if this partnership requires a deeper collaboration with a support of appropriate educative and sectorial organisations.

PART THREE

RECOMMENDATIONS FOR THE IMPROVEMENT OF TUTORIAL FUNCTION IN PAINTING COMPANIES

3.1. RECOMMENDATIONS TO BODIES OFFERING INFORMATION AND SUPPORT TO TUTORS, INCLUDING TRAINING – “THE PAINTING TUTORS RESOURCE AND INFORMATION CENTRE”

It is considered as a priority for the project partners, to **provide youngster and adults in training in small and medium sized painting companies, with better support by improving company tutoring**. Professionalization of the tutoring function is essential for labour market inclusion and skills mismatch. This is one of the main reasons why the partners decided to work on this essential issue as being a starting point, so to promote the work of tutors, among other things, through recognition based on a common reference manual of the tutor's activities and skills.

In each partner country, the partners distinguished the different organisations offering support to the trainers and trainees, as well as to the trade in general.

The painting organisations (professional associations) have a crucial role to play in the tutor system, in its development and especially, as being officially considered and recognized as the bodies representing the sector, to further promotes it. They are considered as important stakeholders within the frame of our project, through their knowledge of the sector, their different actions and the network that they represent. They better know the needs of employers as well as trainees and are considered as the link among all stakeholders (apprentice, trainer, tutor, company owner, training centre).

Without the help of these organisations, support would be limited and trainees would not get the recognition that is so richly deserved. The professional organizations work closely with trainers about trends which can influence a trainer/tutor' decision in offering different units from within the qualification. It is essential that a qualification is based on what requirements are needed and the needs of the companies that you work for.

The support strategy for tutors in SMEs according to their context also needs to be taken into consideration as for example environment, territory, traditions, and priorities. In most countries, the representative bodies have national, regional and local branches as the operational plan needs to take the different perspectives into account.

Another important issue to highlight regards the global communication and support strategy for company tutors that must be further developed to help them not to feel alone in their daily role of tutors. The supporting measures and interlocutors must be well identified, and this could be further included in the role of professional organisations. A defined person should assign this role, be the privileged interlocutor (national, local or regional according to the size of the country), be considered as the “support for tutors” and the linking and supporting partner for all stakeholders of the training process (training centre, apprentice, company, sector in general).

Our advice would be to create kind of a “Resource / Information Centre” with the aim of supporting companies in the training and tutoring process. This tool could be online and directly managed by intermediate professional organisations taking into account the target population and its needs. This platform could be divided in different parts containing documentary resources (such as legislative framework, manuals, didactic tools, guidelines, ...), experience sharing / forum (to encourage dialogue among stakeholders) moderated by one person that could also benefit from the exchanges to update the content of the “Resource Centre”.

This online tool should be regularly updated following the evolution of the trade and the needs of all stakeholders involved in the process. This platform could also be kind of a market place for training, properly related to the tutor function but also for lifelong learning, taking the evolution of the trade and the changings in the industry into consideration to better identify the range of training offer to the attention of our target group.

And why not also including a space for recruitment, as this topic is quite important for apprentices as well as for employers. It is quite time consuming, generate costs and energy to find potential candidates or employers. This could facilitate the process for both parts.

The platform could give the opportunity to bring together all stakeholders at the same place without having to move from one place to another and would ensure easy and regular contacts through the sector stakeholders for example for the adjustment of training content. This would also allow participation in discussions (forums) to find out the potential difficulties and react in a fast way, as well as surveys should be launched in an easy manner.

It has to be taken into account that the moderating job will have crucial role to play in the proposed process and it is evident that face-to-face meetings shall not be avoided but facilitated by the platform for the organisation of meetings or for example in the case of a mediation process (i.e. in case of problem between the trainer and the trainees or training centre).

Advisory groups should also meet regularly and could take the opportunity of the platform for the preparatory work. For a good use of this, a specific communication plan should be developed to ensure that information is passing through all parties and, at the era of digitalization, this could be used as an opportunity.

3.2. RECOMMENDATIONS TO NATIONAL TRAINING SUPPORT SYSTEMS FOR NEW AND EXPERIENCED TUTORS

All countries have a quite large range of offer to company tutors, but the content differs from one country to another as well as the duration, but the aim is the same as to provide a high level of subject expertise to pass on one's knowledge to trainees and receive, at the end, a kind of recognition allowing the tutor to train apprentices. Usually, however, there is no differentiation among the various target groups so called new and experienced tutors.

The design of the training system for company tutors in terms of objectives, pedagogical methods and content needs to consider the fact that the target groups are different, and that the individualisation is quite important as the situation of companies differs.

To that aim, we propose to divide the training offer in two, one for new tutors and another for tutors with experience as the needs of the two above mentioned could be logically quite different.

Indeed, all new tutors are required to be working towards an introduction to teaching qualification. These ensure that trainers are able to plan the learning process and also to deliver qualifications that are set by the awarding body. New tutors have to master the knowledge of the legal aspect of education duties as tutors training a young person and rules related to health and safety. They need to be aware of the system in which the parties are operating and the different actors of the training path, in order that all parties are working together to explore the same topics (trainer, tutor, training centre). There is a real need to create a relationship among training provider, company and trainee based on the same objectives and trust. Assessment methods are also very important as they are partly responsible for the certification of the trainee. It has to be mentioned that tutors are very good professionals. This makes no doubts. However, they are not often used to passing their knowledge, are not aware of their duties, and the fact of being well informed is the basis for a fruitful job.

The experienced tutors should go further in the development of their role, with a more in-depth study of the above-mentioned topics, a focus on pedagogy and didactic, assessment and responsibilities including more transversal skills such as leadership, communication, management and psychology aspects.

Regarding the organisation, the constraints of tutors should be considered as well as the duration of the training. A proposition would be to modularize the training and propose different sessions of 4 hours, possibly in the evening, in order not to bother the practical organisation of the daily work of the tutor and the company. Blended learning could be an alternative as only providing face-to-face courses, to give the opportunity to tutors to learn some of the topics at home and when they have a little time. However, courses in groups shall be maintained as the experience sharing is still a key issue in the process without forgetting to involve experienced tutors which could be in relation with new tutors who share their experiences with them.

Time constraint has to be taken into account as well as costs. Grants need to be introduced at all level on a yearly basis to encourage companies with an incentive for recruitment. Companies need to be encouraged to recruit and get supported for trainee's costs as that decreases the productive costs for company. These companies should be rewarded for their involvement as well as for that of the tutor in his own training. Furthermore, we cannot forget how important is, that being a tutor is a CHOICE and not an obligation for the company. The involvement is very important and must be let to the choice of the workers. For that reason, the company should receive funds but also the tutor himself.

3.3. RECOMMENDATIONS TO COMMUNICATION BETWEEN COMPANY TUTORS, TRAINERS AND LEARNERS AS KEY ISSUE FOR SUCCESS

Collaboration and communication among parties are essential for a successful training process leading to the certification of a youngster. Time should be given to trainers (VET Centres) to meet companies (tutors and trainees) on a REGULAR basis and realize what really happens in the company. In that way, the trainer can better follow the development of the learner on his/her work placement. Tutors need to have facilities to show the different aspects of learning to a learner as well as the needs of the company. These different aspects of learning just set the tutor ahead of the company in his own ability. So, trainers from VET training centres can build bridges with companies and forge closer personal ties based on mutual trust and respect! As a result, those involved can learn more about reciprocal constraints, exchange knowledge and adjust their teaching strategies for the benefit of those receiving training. In that frame, the objectives are not just pedagogical but also technical and permit a better collaboration and individualization of the training path of the trainee and give support to the tutor.

The role of the trainer has to be recognized as playing also an essential role in the development of the trainee. The visits within the companies will give them a better credibility as well as to the training centre. As a matter of fact, by offering to all the possibility to communicate, and by recognizing the need of all parties in the process, the role of the tutor will become more prevalent and may encourage companies to get acknowledge about the role that the trainer plays in the development of the young person.

Taking the complementary roles into account, it should not be forgotten that even if the trainee needs to be well accompanied in his learning process, autonomy is also important, and learners need to be encouraged to work autonomously and be more responsible for the outcome of the own learning. When assessment is taking place, learners should be aware of the need of producing their own work in a practical sense. The final outcome of all learning should be the responsibility of the trainee and the tandem tutor/trainer would have helped, in accompanying the learner to this end.

Communication plan and tools to inform all stakeholders:

All stakeholders involved in the process should have access to the existing support system and to have easy access to information, programmes, tools ... (see proposition of "Resource Centres above) in order to help them in their daily role in the training process.

Nowadays, communication between all parties should not be an issue anymore! Being in a digital era, there is no need for communication to be lost between all parties, trainers, tutors or trainees. The digital era comprises of many different forms of communication and tutors will need to embrace this. The internet is a fantastic media, when used for all the right reasons, and what it brings in terms of communication and teaching can only be of benefit to the trainee.

This is also a reason why for all parties, it is important to develop their communication and IT skills to be able to use their smartphones for example, not just in a private way but also in their professional lives. This could ensure a better communication among partners in the frame of the apprenticeship scheme and in following the training progression. We all recognise the need to effectively communicate with training centres, trainers, employers and customers but we need to ensure that all parties have the necessary skills to communicate with others.

But once again partners insist on the fact that digitalisation is a way of facilitating communication, but face-to-face meetings still have an important role to play, especially when it comes to the assessment of professional practice for example.

Visits in companies and meetings with all stakeholders should take place on a regular basis and be well prepared in advance. To that aim of course, digital tools could be an added value. Pedagogical dialog between peers and stakeholders cannot be avoided at all, as well as seminars and brainstorming sessions.

CONCLUSIONS

SUGGESTIONS FOR DESIGNING TRAINING REFERENCE DOCUMENTS AND TOOLS

Tutoring is a job, a duty that is not completely homogeneous in the different partners countries of the partnership but a common lesson learnt concerns the fact that this function is not enough recognized, does not receive the attention deserved and really needs to be further promoted and supported as being a key issue in VET system and a key success factor for the apprenticeship pathway and broader. Furthermore, it has a real impact on labour market development. The role of the tutors is not enough taken into consideration and recognized as being a key factor for inclusion and the corner stone of the process. To that aim, it is really a necessity to find ways to further promote the role of tutors and make the different stakeholders aware of this important issue. Professional organisations, which are the voice of SMEs and of the trade, have a crucial position in the frame of the project, especially for communication and sharing information among companies of the painting sector. The idea of a resource / information has merged as being an interesting tool to be developed in order to bring all stakeholders and information in a same space to facilitate the information and communication sharing. It has to be highlighted that when we mention “all stakeholders”, this also includes trainers and trainees as the partners agreed on the fact that communication in a frame of the VET training system cannot happen without including them in the tutoring process. Contacts among training centres, trainers and tutors have to be further developed also for a successful apprenticeship. Supports for the different parties have to be systematic, long-term oriented, easily identifiable and accessible.

In all countries, partners put into evidence that tutors often feel alone in their daily tasks and feel the need to share their experiences with other tutors. To that aim, the consortium decided to create courses to their attention. For sure, one main topic is the fact that they do not have so much time to dedicate to training. This is the reason why blended-learning has been chosen as an alternative to only face-to-face courses but those cannot be avoided for the reason mentioned here above. Training of tutors has to be improved and to that aim, through the next phase of the project, partners ought to develop a specific training to facilitate tutors’ job and including the communication aspects among stakeholders. If all parties better know the reality of each other’s and better exchange together, the whole process will be facilitated. We are aware that tutors have high level professional skills but a real lack of transversal ones. We will focus on these lasts to help them in their tasks as they do not need the partnership to tell them how to work. As far as professional skills are concerned, the lifelong learning perspective will be further promoted as being also an important issue both for tutors and learners. Recognition of tutor’s function will be taken into consideration as well as the assessment of their competences as this could be considered as a factor of motivation for tutors and their training activities. It will be part of the training that the partners will propose in the next phase of the project.

ANNEXES

RESULTS OF NATIONAL INVESTIGATIONS

Doncaster College (United-Kingdom)

SUBJECTS	Difficulties / Recommendations
Bodies offering information and guidelines to tutors (including training)	Different organisations within the trade such as: <ul style="list-style-type: none"> - PDA (Painting and Decorating Association) - Association of Painting craft teachers - BDA (British Decorators Association) - City and Guilds awarding body - Employer forums (advice and guidance for learner's needs)
National training support system for company tutors: <ul style="list-style-type: none"> • New tutors • Experienced tutors 	Nationally recognisable teaching qualifications such as introduction to teaching qualification, Certificate in education, HE quals such as BA learning and development Qualifications for assessing learners work which give authorisation for passing individual units such as A1 award in assessing and the new TAQA awards or assessing and internally verifying
Specific need of SMEs (small and medium enterprises)	College WFD (Workforce Development) provide advice and guidance for SME's on recruitment and advice on financial support for recruitment
Good practices in in-company training	We have an in-house policy where mandatory training units are expected on a three-yearly cycle. There are also CPD (Continuous Professional Development) expectations within the role where tutors are expected to source own training needs that reflect their own development
Good practices in tutor's monitoring activities	Expectations are that tutors will source own development activities. The organization that we work for will monitor these activities and ensure that all tutors fulfil the necessary CPD hours for a professional person within the role
Communication between tutors and apprentices	Communication between tutors and apprentices is good but it is a prerequisite that the tutor makes the necessary arrangements. Learners need to have it upon themselves that they should make contact regularly as part of their apprenticeship agreement
Methods for evaluation of the progress made by trainees in company	<ul style="list-style-type: none"> • Initial assessment of learners' prior knowledge • Proof of qualifications • Formative assessment strategies • Summative assessment strategies • Synoptic assessments
Potential initiatives and actions to attract individual workers towards company tutorship.	<ul style="list-style-type: none"> • Attractive pay packages • Enjoyable teaching strategies

CCCA-BTP (France)

SUBJECTS	Difficulties / Recommendations
Bodies offering information and guidelines to tutors (including training)	<p>Distinguish:</p> <ul style="list-style-type: none"> • national/regional/local bodies • professional organisations/training providers <p>Specify what kind of information they can offer. What about advisory teams at the disposal of company trainers/tutors?</p>
<p>National training support system for company tutors:</p> <ul style="list-style-type: none"> • New tutors • Experienced tutors 	<p>Identify existing training paths for tutors in the partner countries. We suggest:</p> <ul style="list-style-type: none"> • For new tutors: legal and legislative bases regarding education, elements concerning knowledge of young people, on-site safety, principles of alternating training between the company and the training centre – mutual obligations, preparation for the remote monitoring of trainees. • For experienced tutors: developing & updating the topics mentioned above, with emphasis on evaluation, responsibilities under civil and criminal law, psychology of young people and adult learners, conflict management. <p>The proposed training must take into account the operational constraints of companies, and the duration of courses must be adapted to suit the working routine of companies, e.g. a series of 3-4-hour sessions organized for an evening or a Saturday morning. In addition, new training methods must be found, combining groupings and remote preparation.</p> <p>Exclusively remote training courses are not recommended for the time being, as they do not allow any personal exchange, better personal acquaintance or the establishment of informal links between company tutors. It is indeed in everyone's interest that training activities help to reinforce exchanges and contacts between company tutors on a day-to-day basis, allowing them to share the same concerns and strengthening a feeling of belonging to a sort of « association ».</p> <p>In addition, the idea of joint training courses for company tutors-trainers and training centre trainers-tutors should also be explored; as such training would put all those involved in training on an equal footing, regardless of where they perform their duties. Topics best suited to this form of training would include alternating training, assessment of knowledge acquired in training, on-site safety, as well as the use of communication tools between companies and training centres.</p>
Specific need of SMEs (small and medium enterprises)	Identified at Phase 1.
Good practices in in-company training	We suggest a self-evaluation method for companies offering training (apprenticeship and others).
Good practices in tutor's monitoring activities	<p>It is difficult to suggest a "standard" monitoring programme, as it will be necessary to consider the specific profiles of the various people carrying out tasks connected to company tutor support. Those principally involved with designing and preparing appropriate monitoring systems should:</p> <ul style="list-style-type: none"> • Have a better understanding of the characteristics of company tutors in small painting companies in the partner countries, so that they can adapt the objectives, contents and organisational methods of the potential accompaniment. • Identify their own performance and practice as trainers of company tutors and to adapt and modify them in accordance with the profiles of the tutors – the future recipients of their monitoring activities. • Place monitoring activities in a much wider overall action plan, while

	<p>using existing support tools and making sure that company tutors do not have the impression that they are taking part in dogmatic courses but, rather, in a participative initiative.</p> <p>Another way of enabling trainers (from training centres and companies) to get to know each other better would be to organise professional visits to companies for training centre trainers. These visits can be short or long, depending on the objective. The minimum length of such a stay should be one week. This initiative would allow a better understanding by both parties of their reciprocal constraints, an exchange of knowledge and adaptation of teaching methods to the advantage of trainees.</p>
Communication between <u>company tutors</u> and apprentices	<p>Several methods and tools to be used:</p> <ul style="list-style-type: none"> • Specific awareness raising actions on the psychology of learners. • Formalised contacts with training centres through appropriate tools. • Systematic and formalised evaluation of the progress made by learners. <p>Dialogue with learners should be based on objective topics, such as:</p> <ul style="list-style-type: none"> • Degree of autonomy during the performance of a task or job. • Technical skills acquired (knowledge and know-how) and still to be improved. • Respect for safety instructions. • Command of and respect for standards, procedures and operating methods. • Analysis of constraints. • Final control of the activities performed and of the outcomes produced (conformity to initial specifications).
Methods for evaluation of the progress made by trainees in company	<p>We suggest:</p> <ul style="list-style-type: none"> • Initial evaluation to assess the learner's knowledge and skills at the start of in-company training. • Systematic in-training evaluation, to be an integrated part of the in-company training itself, allowing the trainee's progress to be monitored on a daily basis with regard to technical skills, organization of time and space, autonomy and safety requirements. • Final evaluation, relating to the skills acquired when the training is completed. This assessment is closely regulated by each country, and there is already an abundance of information on this subject.
Potential initiatives and actions to attract individual workers towards company tutorship.	<p>We suggest:</p> <ul style="list-style-type: none"> • Listing initiatives to specify and recognise the role of company tutors. • Making suggestions to policy makers on how to make tutorship in companies sustainable and attractive within each national context.

SIOV (Slovakia)

SUBJECTS	Difficulties / Recommendations
Bodies offering information and guidelines to tutors (including training)	<p>Guild of Painters (Slovakia) – is a small organization, voluntarily based, therefore offered activities have limited extend.</p> <p>Individual companies (they ensure training only for own employees).</p>
<p>National training support system for company tutors:</p> <ul style="list-style-type: none"> • New tutors • Experienced tutors 	<p>Within the dual system, the State Institute for Vocational Education and Training (SIOV), which is a Government Agency in the field of Vocational Education and Training, provides training for instructors on pedagogy.</p> <p>However, the interest among companies and individuals in these trainings is mainly from large companies (e.g. automotive sector), rather than SMEs. Small enterprises and handcraft companies are not interested.</p>
Specific need of SMEs (small and medium enterprises)	Obtaining financial support and tax alleviations for entering the apprenticeship system and creating positions of instructors/tutors.
Good practices in in-company training	We recommend organizing trainings, in Slovakia and abroad, based on good practices from other countries for participants from Slovakia. The training abroad, where instructors can gain new experiences and reflect upon new trends in painting methods and so forth, have been articulated by instructors during interviews.
Good practices in tutor's monitoring activities	These activities - good practices in Slovak Republic are not a subject of monitoring in painting sector. We recommend to promote any good practices through SIOV web page and Guild of Painters in Slovakia (dissemination activity)
Communication between tutors and apprentices	Direct communication between company tutors and apprentices (secondary vocational schools) is not well developed; its improvement is expected via reform of the Act on vocational education (dual system).

IFAPME (Belgium)

SUBJECTS	Difficulties / Recommendations
Bodies offering information and guidelines to tutors (including training)	<p>Construction is the sectoral organisation promoting trainings to tutors</p> <p>Training Centres offer training session to tutors</p> <p>Provide information at all level (national / regional / local)</p> <p>Pay attention, as being based in Wallonia, we are regional focused even if we have contacts with partners at national level.</p> <p>Provide name of training providers organizing trainings for tutors</p> <p>Provide information about financial support</p>
<p>National training support system for company tutors:</p> <ul style="list-style-type: none"> • New tutors • Experienced tutors 	<p><u>New tutors</u> must be sensitized to tutors training at a first stage. Training for new tutors must be based especially on health and safety at the workplace. Relation between training provider, company and apprentice. Legal basis.</p> <p>Training framework and obligations of the different stakeholders. Pedagogical bases.</p> <p>Training for <u>experienced tutors</u> should go more in depth with pedagogical issues, training obligations, evaluation and certification. Some special time must be dedicated to the exchange of experience between tutors.</p> <p>Pay attention to the fact that big companies often have HR services and a process to follow the apprentice and his progress, to deal with problems. On the contrary, SMEs are not used to that and really need support (including financial support!)</p>
Specific need of SMEs (small and medium enterprises)	Identified in Report 1
Good practices in in-company training	Portfolio with success stories, testimonials – peers speaking to peers.
Good practices in tutor's monitoring activities	Portfolio with success stories, testimonials – peers speaking to peers.
Communication between tutors and apprentices	Communication is essential and often the problem. Training must focus on that issue as it is one of the key for success. On the other end, even if it is not the focus of the project, apprentices should also learn how to communicate with adult employers. A reference person should be designed to be the link between both in case of problem but before having to use this option, both should have good communication to each other.

Phase Leading Organization:
Doncaster College (United Kingdom)



In cooperation with:

*UNIEP (Luxembourg), IFAPME (Belgium), EPP (Belgium), SIOV (Slovakia),
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